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ABSTRACT

The lead article in this issue describes procedures developed by a model program for the deinstitutionalization of deaf-blind children and youth. Procedures are discussed for: (1) selection of participants; (2) coordination and cooperation among agencies; (3) identification of community residences; (4) involvement of the local education agency; and (5) maintenance of community placement. Accomplishments of the program and problems it has faced are also discussed. The next section of the newsletter announces new publications available from Teaching Research Publications including a curriculum guide for teaching dressing and clothing skills to handicapped adolescents and adults, a guide to a model work-activity center, and assessment procedures for severely handicapped secondary students. Finally, a 14-item list of articles and materials developed by the Teaching Research staff is provided. (DC)

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PREPARED BY THE STAFF OF THE SPECIAL EDUCATION DEPARTMENT

Teaching Research, Monmouth, Oregon 97361 **Vol. XI, No. 4, June 1983**

This is the twenty-second of a series of newsletter editions which describe the activities of the Teaching Research Infant and Child Center. The Teaching Research Infant and Child Center consists of:

- Parent Training Clinic: Bill Moore
- Prescriptive Program: Gail Rogers
- Group Home for Severely Handicapped: Dave Templeman
- Director of Classroom Services: Jane Toews
- Integrated Preschool Program: Kim Udell and Kathy Newell
- Elementary Classroom for Severely Handicapped, located in Monmouth-Independence School District: Barbara Korbe, Marianne Houde
- Secondary Classroom for Severely Handicapped, located in Monmouth-Independence School District: Carole Joyner, Sheilah Muthersbaugh, Kirk Hendrickson
- Secondary Classroom for Handicapped Youth In Trouble, located in Salem School District: Chris Hadden, Kevin Zagyva
- Group Home for Handicapped Youth In Trouble: Debbie Kraus
- Training Staff: Torry Piazza Templeman, Carol Bunse, Tina Wilson, Joyce Peters, Valerie Miller-Case, Sue Warsinske, and Vicki Nishioka-Evans.

This issue of the newsletter describes the Deinstitutionalization Model for Deaf-Blind Children and Youth Project and was prepared by Mr. David Templeman, assisted by Ms. Mary Lee Fay and Ms. Jeffri Brookfield-Norman.

DEINSTITUTIONALIZATION MODEL FOR DEAF-BLIND CHILDREN AND YOUTH

In 1980 the Teaching Research Division of the Oregon State System of Higher Education received funding from Special Education Programs, United States Department of Education to develop and implement a model program for the deinstitutionalization of deaf-blind children and youth. This project is currently in its third and final year of funding. The project's focus has been on the preparation and training of critical community service providers as well as the organization and coordination of the agencies responsible for providing domestic living and educational services to children. This article describes the procedures developed by the project to move deaf-blind individuals out of institutional settings and into community-based living situations.

Deinstitutionalization Procedures

Selection of Participants

To be eligible for inclusion in the project children had to be listed on the State VI-6 Deaf-Blind Registry and had to be residing in (or awaiting placement in) a state institution such as the Fairview Hospital and Training Center or the Oregon School for the Blind. Potential participants were identified with the assistance of the Title VI-C Coordinator of the State Deaf-Blind Program.

Meetings were conducted with personnel from the Diagnostic and Evaluation Department of Mental Health. The purpose of these meetings was to establish a criteria for the selection of participants and to select those individuals with the highest likelihood

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for successful community placement. Children who were considered very difficult to place in community settings consisted of those who were medically frail (i.e., severe aspiration difficulties, uncontrollable seizure disorder), those who had a history of extremely aggressive behavior, and those for whom parental permission for placement could not be gained. All other children were considered eligible for inclusion in the project.

An interagency team approach was employed in the final selection of project participants. Staff from the deinstitutionalization project directly observed the eligible deaf-blind individuals in their current placements. Recommendations were sought from current direct service providers. Project staff and the Mental Health Diagnostic and Evaluation Team then met to reach consensus in selecting those individuals who were the most likely candidates for successful community placement. Clinical impressions and professional opinions served as the basis for arriving at consensus. Children selected were then placed on a referral list for community placement with the Children's Services Division (CSD).

Agency Coordination and Cooperation

An important element of this project is the use of specified procedures for interacting with those agencies involved in changing a child's residential placement. In the case of CSD, the first step was the identification of a child's county of origin. The county of origin is that county in which the child's parent(s) were living at the time the child was committed to the institution. When a child's county of origin was identified, project staff contacted the CSD area manager in that county. Meetings were then arranged with all appropriate CSD staff (i.e., certifier, caseworkers, etc.). The purposes of these meetings were to determine the special rate for which the child would be eligible (ranges from $250 to $800 per month depending on the severity of the child's handicap(s)), to identify existing homes in the county into which the child might be placed and to assist with recruitment and certification of new placement homes.

Identification of Community Residences

The Children's Services Division works with a number of foster parents and group home providers throughout the state who are certified to deliver foster care to selected handicapped children. Many of these individuals, however, are not trained to work with severely handicapped deaf-blind children. To increase the number of appropriate homes for this type of child, the project has developed training procedures and conducted workshops for foster parents, group home providers and CSD staff. The focus of the training and workshops has been on developing an awareness of the unique needs of sensory impaired children and to provide skill training.

After a potential placement for a deaf-blind child is identified, arrangements are made for an initial visitation. The first visit usually involves a member of the project staff, the child, the potential care provider and the child's CSD caseworker. This visit may occur in the child's current placement or in his/her potential residence and is generally an hour or two in length. Its purpose is to allow the child and care provider an opportunity to become acquainted. If the care provider and child have an acceptable visit and the staff are in agreement, other visits will be scheduled. Subsequent visits include a two to three day stay in the potential residence. The purpose of this stay is primarily to provide the care provider with the opportunity to identify any difficulties that the placement may present. Problems and training needs that are identified at this point may be dealt with by providing information and/or training or by identifying another potential placement for the child. If the match between child and care provider does not result in placement, the entire process is repeated with a different care provider. No child has been dropped from the project because an initial visit or trial placement has not been successful.

When placement occurs, project staff maintain close contact with the caseworker and the care provider. The project provides a packet of written information covering such topics as educational rights, communication, behavior management, community resources and general information about sensory impaired children. The project also identifies and makes arrangements for the provision of any additional training needed by the care provider to work successfully with the child. Training needs frequently identified included: Behavior modification techniques, alternative communication (sign language, Bliss symbols, etc.) and methods for teaching self-care skills.

The Local Education Agency (LEA)

While the placement in the foster home is occuring, concurrent meetings are conducted with the local education agency (LEA) to locate or establish an appropriate educational program and necessary support services needed to educate this deaf-blind child in an integrated setting. Public schools have been very responsive when well-prepared prior to placement. The State VI-C Deaf-Blind Coordinator has assisted directly in placements for these deaf-blind children. It is extremely important to meet and discuss this child with the classroom teacher, the Special Education Director and any itinerate teachers for the vision and/or hearing impaired prior to placement. These meetings include the State Deaf-Blind Coordinator who identifies the support services, including financial support, available to the LEA receiving the deaf-blind child. Support services may include inservice training, specialized materials, and consultative services. The project facilitates the interaction and communication between the LEA and the care providers. The LEA has often been the single greatest resource to foster parents for providing suggestions and training for working with the child in the home environment.

Maintainence of Community Placement

After a child has been successfully moved from an institutional placement to one in the community, the involvement of project staff diminishes but does not cease. Periodic contact is maintained with the caseworker and the community placement to identify any problems that may have arisen and to remain up to date on the status of the placement. Project staff continue to be involved in planning for the child's future. This planning takes on critical importance as the child approaches adulthood. Primary responsibility for the child shifts from CSD to the Adult and Family Services Division of the Mental Health Department when the child reaches 18 years of age. In order to reduce the potential for disrupting services at this point, careful planning by all involved persons is essential.

Accomplishments

To date, there are nine project participants. Of the nine participants, four have moved into the community from an institution and currently reside in a home and attend public school. A fifth child was placed in foster care to prevent institutionalization. Her parents could no longer care for her and had applied for her placement in an institution.

The four children that have not been placed in the community are as follows:

1. C.I. is still being considered for placement. To date, there has not been a foster home developed by the staff.

2. K.L. is currently on a medical hold at Fairview Hospital and Training Center.

3. S.S. is not a ward of the court. Her parents denied permission for community placement. She has been removed from the active list.

4. J.G. - Very unpredictable and severe tantrumming behavior has limited greatly the home resources available.

An additional 15 deaf-blind/severely handicapped children have recently been selected and are scheduled to leave the institutions in May and June of 1983. These children will be placed in the community under the Title 19 Waiver.

Title 19 Waiver

Since the inception of this project the greatest deterrent to moving institutionalized individuals into community residences has been funding, or more correctly, lack thereof. While the project has long been sensitive to the financial difficulties of the State of Oregon it was felt that reallocation of existing financial resources could result in better utilization of those resources. A change in the allocation of funds would make it possible to provide deaf-blind individuals with a level of care equal to that received in an institution but such care could be provided in the community.

Title 19 monies normally used by the state institutions for placement could be redirected through the enactment of a Title 19 Waiver. The State of Oregon has applied for and received approval for this waiver. At the present time problems with the implementation of the waiver are being resolved by the agencies involved. The project has been actively involved in this process. When the problems are resolved, the project will take on major responsibility for moving 15 institutionalized deaf-blind severely handicapped children into community placements using the process described in this article.

For further information about the deinstitutionalization project contact the project staff at Teaching Research.

Dave Templeman
Mary Lee Fay
Jeffri Brookfield Norman
Barbara Lindley-Southard

ANNOUNCING NEW PUBLICATIONS AVAILABLE FROM TEACHING RESEARCH

The following are descriptions of three important publications prepared by the staff of Teaching Research. They will all be available from Teaching Research Publications this summer.

The Teaching Research Curriculum for Handicapped Adolescents and Adults - Dressing Clothing Care and Selection

The second volume of the Teaching Research Curriculum for Handicapped Adolescents and Adults is now available. This is a comprehensive volume on dressing skills, clothing care and clothing selection. It includes:

- basic dressing skills, such as putting on and taking off clothes

- sequences to teach the severely handicapped how to select appropriate clothes for weather conditions and for various occasions

- sequences for the care of clothing - washing, drying, ironing and mending

- sequences on putting on and removing jewelry

As with other Teaching Research sequences, these instructional sequences are task analyzed with minute steps which allow the teacher or the habilitation trainer to make only minor modifications, if necessary, to accommodate the needs of more profoundly handicapped students. Portions of sequences can be skipped in the instructional process where that type of detail is not necessary for less handicapped students.

The importance of this type of a volume is in its comprehensiveness. It provides complete task analyses for the entire range of skills associated with dressing and clothing selection and care. This publication will be available by August 1, 1983 and may be purchased directly from:

Teaching Research Publications
345 N. Monmouth Avenue
Monmouth, Oregon 97361
Cost: $20.00

Guide to a Model Work Activity Center

Guide to a Model Work Activity Center describes a strategy and the procedures for instructing developmentally disabled adults in a work activity center setting. The manual is particularly useful for those responsible for staff supervision and program and staff development. Procedures for designing, conducting and assessing workers' training programs and methods for preparing staff to implement these procedures are described. Basic concepts or principles are presented, followed by a description of procedures, an explanation of forms, and instructions for implementing specific program components. The Manual also addresses the areas of staff and worker training.

Specifically, the Manual provides program supervisors with practical information in the following areas:

- principles of behavior theory

- a system for the management of staff, materials and training records

- development of workers' individual program plans

- procedures for teaching independent living skills

- procedures for vocational training

- procedures for teaching appropriate social behavior and managing inappropriate behavior

- procedures for procuring work.

This publication will be available by July 1 and may be purchased directly from:

Teaching Research Publications
345 N. Monmouth Avenue
Monmouth, Oregon 97361
Cost: $10.00

Teaching Research Assessment Procedures for the Secondary Student with Severe Handicaps

This monograph was specifically designed to aid teachers, parents and adult service providers in selecting appropriate and functional skills to be taught to moderately and severely handicapped persons at the middle, junior high and high school levels.

The Teaching Research Assessment focuses on and allows selection of target skills and behaviors for instruction in the following skill areas:

- Social - covering communication, socialization and sexual awareness skills critical to the work and living environments and leisure settings

- Independent living - including skills in personal hygiene, dressing and clothing care, housekeeping, food preparation, money management and community mobility.

- Leisure time - skills in the home as well as important support skills to the individual's integration into the community

- Vocational and associated work - skills dealing with both specific vocational task training and those behaviors that influence production and employment options such as appropriate interactions with peers and supervisors, on task behavior and increased work production.

The reader is taken through the steps in the assessment process and examples of all assessment forms are presented in the monograph and data collection procedures are illustrated for each.

The Teaching Research Assessment is meant to be used by the teacher as an aid in the IEP process and, as such, considerable emphasis has been put on the educator's role in facilitating parent involvement in the assessment and program planning process.

This publication is available from:

Teaching Research Publications
345 N. Monmouth Avenue
Monmouth, Oregon 97361
Cost: $10.00

RECENT ARTICLES BY STAFF

Fredericks, H., Buckley, J., Baldwin, V., Moore, W., & Stremel-Campbell, K. The education needs of the autistic adolescent. In E. Schopler & G. Mesibov (Eds.), Autism in adolescents and adults. New York: Plenum Press, 1983.

Gage, M., Fredericks, B., Johnson-Dorn, N., Lindley-Southard, B. Inservice training for staffs of group homes and work activity centers serving severely disabled adults. The Journal of the Association for the Severely Handicapped, 1982, 7, 60-70.

MATERIALS CATALOG

Materials developed by the Teaching Research Staff:

Baldwin, V.L., Fredericks H.D., & Brodsky, G. Isn't it time he outgrew this? or A training program for parents of retarded children. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1972. $13.50

Fredericks, et al. Toilet training the handicapped child, 4th edition. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1981. $4.75

Campbell B., & Baldwin, V. (Eds.) Severely handicapped/hearing impaired students: Strengthening service delivery. Paul H. Brooks Publishing Co., PO Box 10624, Baltimore, Maryland 21204, 1981. $15.95

Waryas, C., & Stremel-Campbell, K. Communication Training Program (Levels 1, 2 and 3). Level 1 - prelanguage training; Level 2 - language programming for early language training includes 87 objectives and 260 colored photo cards; Level 3 - language program for higher level syntax and language concepts includes 64 objectives and 292 colored photo cards. Teaching Resources Corp., 50 Pond Park Road, Hingham, Mass. 02043.

Fredericks, H.D., et al, A data based classroom for the moderately and severely handicapped, 4th Edition. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1982. $14.50

Fredericks, H.D., et al, The Teaching Research curriculum for moderately and severely handicapped: Self help and cognitive skills. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $17.75

Fredericks, H.D., et al, The Teaching Research curriculum for moderately and severely handicapped: Gross and fine motor skills. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $17.75

Developmental charts to accompany self help and cognitive skills curriculum and gross and fine motor curriculum. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois, 1980. $3.50 each volume

Makohon, L., et al, The Teaching Research curriculum for moderately and severely handicapped: Language skills. Teaching Research Publications, Monmouth, Oregon 97361, 1980. $25.00 ($30.00 with picture cards)

Dunn, J.M., Morehouse, J.W., Anderson, R.B., Fredericks, H.D., Baldwin, V.L., Blair, F.L., Moore, W.G., A data based gymnasium: A systematic approach to physical education for the handicapped. Instructional Development Corp., PO Box 361, Monmouth, Oregon 97361, 1980. $11.00

Fredericks, H.D., Makohon, L., Heyer, J., Bunse, C., Buckley, J., Alrick, G. & Samples, B. The Teaching Research curriculum for handicapped adolescents and adults: Personal hygiene. Teaching Research Publications, Monmouth, Oregon 97361, 1981. $10.00

Johnson-Dorn, N., Gage, M., Buckley, J., Romer, L., Knecht-Miner, K., Sims, K., Friedman, U., & Stroh, R. Guide to a model work activity center. Teaching Research Publications, Monmouth, Oregon 97361, 1983. $10.00

Petersen, J., Trecker, N., Egan, I., Fredericks, B., & Bunse, C. Teaching Research assessment procedures for the secondary student with severe handicaps. Teaching Research Publications, Monmouth, Oregon 97361, 1983. $10.00

Fredericks, B., Heyer, M., Makohon, L., Bunse, C., Buckley, J., Trecker, N., Egan, I., Johnson-Dorn, N., Miller-Case, V., Fay, M.L., Paeth, M.A., Alrick, G., & Samples, B. The Teaching Research curriculum for handicapped adolescents and adults - Dressing, clothing care and selection. Teaching Research Publications, Monmouth, Oregon 97361, 1983. $20.00

RECOMMENDED READING

Edrington, Melva. Friends, Instructional Development Corporation, PO Box 361, Monmouth, Oregon 97361, 1979. $6.75

To purchase the above or to obtain further information about the publication, please contact the publisher listed for each document.